DOCUMENT RESUME

ED 393 469 IR 055 875

AUTHOR Humes, Barbara A.; And Others
TITLE Public Libraries and Community-Based Education: Making the Connection for Lifelong Learning. [Volume 1.] Summary of the Proceedings of a Conference Sponsored by the National Institute on Postsecondary Education, Libraries, and Lifelong Learning (Washington, D.C., April 12-13, 1995).
INSTITUTION Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO ISBN-0-16-048555-X; PE-96-8015
PUB DATE Mar 96
NOTE 53p.; For the eight commissioned papers, see ED 385 252.
AVAILABLE FROM U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Education; Adult Learning; *Extension Education; Institutional Cooperation; Library Role; Library Services; *Lifelong Learning; *Public Libraries
IDENTIFIERS Access to Computers; Technology Utilization

ABSTRACT

This document summarizes the activities of a 2-day conference (April 12-13, 1995) during which educators heard eight papers and discussed federal research priorities in the areas of libraries, community-based education, and lifelong learning. Libraries, museums, agricultural extension services, religious organizations, health care organizations, public television, and non-profit civic groups were all represented. The summary outlines themes that emerged from the discussion, including: (1) establishing definitions of "community-based education" and "lifelong learning"; (2) access to and participation in lifelong learning activities; (3) access to and use of technology among community-based education providers and lifelong learners; (4) effectiveness of community-based education programs; (5) collaborative efforts among community-based education providers; and (6) professional development for community-based educators. The discussion of these themes is interspersed with brief quotes from the papers. Appendixes provide a list of participants, a conference agenda, summaries of the papers, and biographical sketches of the commissioned authors. A page of errata includes 17 participants originally omitted from Appendix A. (BEW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 393 469

Public Libraries and Community-Based Education

Making the Connection for Lifelong Learning

BEST COPY AVAILABLE

IR055875

Office of Educational Research and Improvement
U.S. Department of Education

Public Libraries and Community-Based Education

Making the Connection for Lifelong Learning

Summary of the Proceedings of a Conference Sponsored by the National Institute on Postsecondary Education, Libraries, and Lifelong Learning

Prepared by Barbara A. Humes
with contributions by
Pelavin Research Institute Staff
Alison Reeve
Maria Stevens

Office of Educational Research and Improvement
U.S. Department of Education

U.S. Department of Education
Richard W. Riley
Secretary

Office of Educational Research and Improvement
Sharon P. Robinson
Assistant Secretary

National Institute on Postsecondary Education, Libraries, and Lifelong Learning
David P. Boesel
Acting Director

March 1996

For sale by the U.S. Government Printing Office
Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328
ISBN 0-16-048555-X

Executive Summary

Leading educators met for two days to discuss recommendations for federal research priorities in the areas of libraries, community-based education, and lifelong learning for the U.S. Department of Education's National Institute on Postsecondary Education, Libraries, and Lifelong Learning. The participants included representatives of libraries, museums, agriculture extension services, religious organizations, health care organizations, public television, and non-profit civic groups.

Eight papers were delivered:

- *Community-Based Organizations and the Delivery of Lifelong Learning Opportunities* by Michael Galbraith provided a conceptual framework and stressed the link between community-based education and lifelong learning.

- *Rural and Small Libraries: Providers for Lifelong Learning* by Bernard Vavrek explored special issues that face small community libraries, particularly training and professional development of library service providers, and improving the delivery of services through electronic information services.

- *Current Practice and Potential: Research and Adult Education in Museums*, by Annie Van Fossen Storr, discussed the diversity of museums and the nature of learning within museums.

- *Community Based Adult Jewish Learning Program: Issues and Concerns*, by Paul Flexner, described the expectation for learning in the Jewish community and the current state of adult learning in religious communities and draws parallels to the concept of lifelong learning in the broader educational context.

- *On (Un)Learning to Learn for a Better Life* by Elio DeArrudah, argued that in order to truly and effectively meet the sometimes grave needs of community members, educational opportunities must be developed from within the community itself.

- *Adult Literacy and Life-Long Learning: Essential Issues* by Anita Allen and Sylvia Keene described barriers in meeting the educational needs of a community such as inadequate funding, difficultly in recruitment and retention, lack of technology, and lack of convenience for those served.

- *Public Libraries, Lifelong Learning, and Older Adults: Background and Recommendations* by Connie Van Fleet posited that while the library is the premier institution for lifelong learning, information services for older adults is highly specialized and is at risk of being underdeveloped because of a lack of professional training and development for providers.

- *The Cooperative Extension System: A Facilitator of Access for Community-Based Education*, by Barbara White and Byron Burnham, emphasized the importance of technology in the delivery of education and information to rural communities and others with limited resources.

Several issues emerged from the conference—both from the presentations and subsequent discussions—as important to a national research agenda in the area of community-based education and lifelong learning. Defining community-based education and lifelong learning emerged as a primary issue because of the wide range of organizations that offer educational programs for adults within communities. Other issues were: understanding why adults may or may not avail themselves of opportunities for learning; finding better ways to deliver educational opportunities (especially through electronic technologies); measuring program quality and effectiveness, and employing creative, useful ways to do so; expanding our knowledge about collaborations among providers of community-based education services; and strengthening professional development for community-based educators including tutors and librarians.

Although other issues were discussed during the conference, these clearly emerged as the most crucial for a research agenda that looks at lifelong learning for adults in a variety of contexts.

The conference participants further concluded that research into community-based education should be collaborative and interdisciplinary, and it should investigate different kinds of communities. Since the system of community-based education has not been fully defined or described, the research community would benefit from an inventory of the types and number of community-based programs available to adults, a map of the relationships among these programs, and a description of who is participating in these programs, why, and how. Further, an understanding of lifelong learning is also critical to the research community. Studies of how adults learn and acquire knowledge in various community-based contexts are also important for the Institute to undertake.

Foreword

Recognizing that the learning environment for adults extends far beyond the academic or vocational institutions traditionally charged with providing formal education, we invited leading educators representing public libraries, museums, literacy volunteers, cooperative extension services, public television, religious organizations, health services, and the YMCA/YWCAs to explore the unique aspects of community-based education and to identify common areas where research would be most beneficial to our understanding of adult lifelong learning.

Eight papers were commissioned to serve as a springboard for discussion. The authors were asked to be provocative and to include existing educational data and relevant research in their discussions. Respondents were selected to review the papers and interact with the authors. A panel of resource persons from the National Center for Education Statistics, the Public Library Association, the National Commission on Libraries and Information Science, and other offices within the U.S. Department of Education provided additional insight and points of reference to the discussion.

The group convened in Washington, DC, for an intensive two-day period. Presentations by each author were well received, and the discussion following each presentation was lively. The conference demonstrated that we need to know much more about community-based education. Relatively fundamental questions emerged about learner motivation, how adults learn, program effectiveness, and the providers' perception of learner needs, among others.

We hope that this publication will stimulate further reflection and provide guidelines for further research into understanding the impact that community-based education has on lifelong learning.

David Boesel
Acting Director
National Institute on Postsecondary
Education, Libraries, and
Lifelong Learning

Table of Contents

Executive Summary iii

Foreword v

Introduction 1

- Background and Purpose 1
- Organization of Report 3

Summary of Discussion by Themes 5

- Theme 1: Definitions of Community-Based Education and Lifelong Learning . . . 6
- Theme 2: Access and Participation 10
- Theme 3: Technology 14
- Theme 4: Program Effectiveness 18
- Theme 5: Collaboration Among Community-Based Education Providers 21
- Theme 6: Professional Development 23

Where Do We Go From Here? 27

- Inventories of Providers and Resources 27
- Research 28
- Clearinghouse 29

Appendices

A: List of Conference Participants 33

B: Conference Agenda 35

C: Summaries of Papers Presented 37

D: Biographical Sketches of Commissioned Authors 45

Introduction

The National Institute on Postsecondary Education, Libraries, and Lifelong Learning of the U.S. Department of Education's Office of Educational Research and Improvement seeks to advance knowledge about the education and training of adults in a variety of contexts to better provide them with the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. The Institute is concerned with the effectiveness of different kinds of educational and training programs in developing adult competencies as measured by achievement or employment outcomes. It seeks to learn about the effectiveness of specific types and features of programs, especially instructional models and methods, that appear to hold promise for developing desired competencies.

Background and Purpose

For an increasing number of adults, participation in education extends throughout their lives. Adults must keep up with changes in skills required by the workplace and in conducting their personal lives. Life changes, such as parenthood, career changes, job loss, retirement or sudden disability, also require re-evaluations of existing knowledge and skills.

For adults, learning extends beyond traditional formal education settings such as schools or universities. Public libraries and other community-based education providers offer many educational opportunities for adults. However, little research has been done on the delivery of education through these community organizations, and we have little information about the impact of these services on the individual or on education in the United States. Systematic empirical investigations of community-based education are rare, in part because the number and variety of structured learning experiences vary so widely. If we are to gain a fuller understanding of lifelong learning, research in this area will need to take place.

The Institute intends to develop a research agenda in the area of community-based education and lifelong learning in order to help guide its own research investments and to provide leadership for research in this area. To initiate the

development of the research agenda, the Institute commissioned papers from experts in the field and held a two-day design conference in April 1995.

The purpose of the commissioned papers was to identify researchable issues related to the delivery of education through community-based organizations and to explore the nature and extent of cooperative efforts between public libraries and other community-based providers of adult education. The purpose of the design conference was to discuss the ideas put forward in the commissioned papers and to begin the development of a research agenda to guide future efforts in the areas of community-based education and lifelong learning.

A Departmental First

This conference marks a first for the U.S. Department of Education. It is the first time that representatives from public libraries and other community-based organizations have been assembled to consider the wide range of issues related to lifelong learning opportunities available to adults outside the conventional milieu of public and private schools and colleges. It is the first time community-based education providers have been asked to participate jointly in a discussion of research issues at the federal level. And, it is the first time that a research agenda focusing exclusively on the significance of community-based education for adults has been explored.

Thus, in an effort to broaden understanding of the scope of education in our communities, numerous connections were made: among educational providers from different organizations that serve adult learners; among the ideas generated by participants striving to find a common research agenda; and between community-based educators and the U.S. Department of Education.

Broad representation from community organizations with education-related missions was considered critical to the discussion.

Participating Organizations

Conference attendees represented a wide range of institutions involved in developing, providing, coordinating, or researching community-based education services. The opinions expressed by individuals from academic institutions provided the group with an overview of the theory and framework of

community-based education. Public library systems, both large and small, participated because historically they represent an effective community resource for lifelong learning. Museums participated because, like libraries, they also provide a wide variety of educational programs to benefit communities. The Agricultural Extension Service of the U.S. Department of Agriculture was included because of its long history of informal education through its partnership with state land-grant universities and local county governments. The participation of religious institutions was important because, according to a 1972 study by the National Center for Educational Statistics, they make up about 80 percent of the private, non-profit organizations that offer adult education activities. In addition we selected local mass media, health care organizations, and non-profit civic groups such as senior citizens groups, volunteer literacy programs, and the YMCA/YWCA's for inclusion in the discussion because they are significantly and actively involved in providing adult education programs tailored for particular communities. Community colleges are included because part of their mission is to provide informal non-degree education programs to their communities.

For a list of participants, see appendix A. The conference agenda appears in appendix B.

Organization of This Report

The remainder of this report is organized into three sections. First, conference discussions are summarized according to the six themes that emerged from the conference. Each of the sections on these themes concludes with a list of salient research issues and questions identified by conference participants, either during discussions or in the commissioned papers, as important to the development of the field.

Next, the report outlines possible next steps for the Institute as it continues to develop this and future research agendas.

Finally, each commissioned author's presentation at the conference is summarized in appendix C.

Summary of Discussion by Themes

The conference participants focused on issues essential to delivering lifelong learning resources to adults through public libraries and other community-based education institutions. To structure their thinking prior to the conference, participants were asked to identify problems associated with providing community-based education that could be better understood through research; to couch their discussions within the current state of knowledge about libraries, community-based education organizations, and lifelong learning; and to consider the role of a federal research agency to gather, analyze and share information about community-based education.

Six themes emerged over the course of the conference as important areas for future research to support community-based educators and lifelong learners. In exploring teaching and learning at the community-based level these are the themes that the participants returned to again and again as they delineated the critical gaps in our knowledge of community-based education

- definitions of community-based education and lifelong learning;
- access to and participation in lifelong learning activities;
- access to and use of technology among community-based education providers and lifelong learners;
- effectiveness of community-based education programs;
- collaborative efforts among community-based education providers; and
- professional development for community-based educators.

The aims and purposes of community-based education usually are directly related to specific community issues such as career training, consumerism, environmental concerns, basic education, ethnic history and culture, governmental policies, and civic and political education.

Michael Galbraith

Below, the discussion pertaining to each theme and the research issues identified are summarized.

Theme 1: Definitions of Community-Based Education and Lifelong Learning

Two issues that arose repeatedly over the two days of the conference were the definitions of the concepts "community-based education" and "lifelong learning" (and, more specifically, the concept of "learning to learn"). The group agreed that an understanding of just what is included under the rubric "community-based education" is critical to the articulation of the research agenda. In addition, participants stressed that understandings of the concepts of "lifelong learning" and "learning to learn" are crucial to the work done both by community-based educators and by the researchers and policymakers involved in supporting community-based education opportunities.

Community-Based Education

For the purposes of developing a research agenda, a definition of the term "community-based education" must be established, as the definition chosen determines to a great extent the research to be undertaken and supported. As one participant put it, "We need to know what we're doing research on, what we're not doing research on, and why."

Community-based education generates and utilizes available resources and skills, as well as those untapped skills and resources, to meet the varied needs of the community and those of its residents.

Michael Galbraith

Most participants favored a broad definition of community-based education, suggesting that it can encompass any learning that takes place inside or outside formal settings. Such education can be delivered in a variety of ways through a variety of organizationally diverse institutions, including schools. They agreed that, for the purposes of the conference, it was more important to identify topics for research that are likely to prove useful to community-based education providers and lifelong-learning communities, however defined.

Several conference participants also stressed the need to emphasize the *community* in community-based education. They emphasized that for lifelong learning to take place, control needs to be transferred to community leaders and to those for whom educational services are being provided, for it is these people who can best identify and understand community needs. However, they warned that a system of educational

opportunities that is truly community-based may come into conflict with the objectives of those who direct programs from the federal or state level.

Lifelong Learning and Learning to Learn

A definition of "lifelong learning," even more than a definition of "community-based education," can be unwieldy from the perspective of developing a meaningful research agenda, and yet an understanding of what is encompassed by the term is crucial to the articulation of the research agenda. Therefore, conference participants discussed in some detail just what the term "lifelong learning"—including modes of adult learning—and its prerequisite, "learning to learn," mean.

The phrase "lifelong learning" recognizes that individuals learn over the course of their lifetimes and in a multitude of contexts; they learn parallel to their formal schooling and they continue to learn after their formal schooling is completed. Furthermore, society reaps benefits from the many forms of lifelong learning its members engage in. Thus, a research agenda focusing on lifelong learning requires an expansion of conceptions of how and where learning takes place and of how communities benefit from the ongoing learning of their members.

A prerequisite to a life of learning is that individuals have "learned how to learn." The concept of "learning to learn" was introduced during the conference in the first presentation. In his paper, Dr. Galbraith stated that learning to learn requires that "learners acquire the ability to identify their own learning needs, formulate learning objectives, locate and identify appropriate resources and strategies to accomplish objectives, carry out the planned learning, and evaluate learning outcomes. . . .[L]earning to learn suggests that all learners begin to question the habitual givens about their thoughts, values, attitudes, and knowledge and become critically reflective thinkers."

This concept was returned to later during the first day of the conference when Dr. Boesel suggested that the concept of "learning to learn" will be crucial to the work undertaken by the National Institute of Postsecondary Education, Libraries, and Lifelong Learning with respect to lifelong learning. In his words, "How adults learn is central to what we're doing, as are the implications of the answers to that question." He went on

Society is moving from an educational dissemination model to one of access based on customer-driven needs. . . .This shift represents a move in learning from teacher-centered to learner-centered, and from organization-government- and institutional needs to a focus on community-centered needs. In this context, the learner and community takes greater responsibility for accessing the information and/or education with the role of the teacher/educator moving to one of facilitator and/or broker.

Barbara White

to distinguish between two aspects of adult learning—how adults learn subject matter and how adults learn to learn. The conference participants expanded on this distinction to differentiate between how adults learn the content and ideas of subject matter and how they then translate learned information into meaning.

Participants agreed that knowing how to learn is essential to successful lifelong learning.

Conference participants identified the following components of their notions of the phrase "learning to learn"

- learning how to find information;
- learning how to integrate different sensory stimuli;
- learning how to figure out consciously what you are aiming at;
- self-reflective understanding of what one is learning;
- being able to identify what you don't know and to figure out how to find the answers; and
- engaging in "self-directed learning."

Research Questions and Issues: Community-Based Education and Lifelong Learning

Research issues identified by conference participants, either in commissioned papers or during discussions, address the relationships between communities, community-based education providers, and the individual and social effects of individuals' lifelong learning. They include

Learning Communities:

- What does a lifelong learning community-based education community look like? Who is involved? Does the lifelong learning community of today differ from the community of the future? Which are we planning for?

- How does the societal climate for learning differ among communities?
- How do communities view their learning opportunities beyond those provided by traditional schooling (K-12 institutions and postsecondary colleges and universities)?
- What are the enhancers and barriers to the development of lifelong learning communities?
- What community coordination and cooperation is needed to stimulate and enhance lifelong learning?
- What training and education is needed for community leaders to understand the economic, social, political, and personal benefits of investing in lifelong learning opportunities?
- What will it mean (financially, economically, socially) for the community to increase the number of adults engaging in lifelong learning?
- What does a virtual (electronic) community look like and what is the role of the public library in its creation and existence?

Education Providers:

- What roles should individual community-based education providers play in the development of a lifelong learning community?
- What programs are successful in making the transition from mere student participation to student learning, and when and why does this happen?
- How is critical reflection developed in adult learners? How can community-based educators develop programs that encourage critical reflection?

The Individual:

- With respect to how adults learn, is there a difference in learning to do a task and learning to learn?
- How can learning become a transforming experience for adults?
- What implication does social contact have for learning?
- What are the economic, physical, cognitive, and social/psychological impact of lifelong learning opportunities for older adults and the secondary effects on families, caregivers, and service providers?
- What is the present and long-range impact on residents of a rural or small community who have available the services of a public library? Likewise, what is the impact where there is no library?

Theme 2: Access and Participation

Issues related to access to and participation in community-based education opportunities were discussed in detail at the conference. Within a broader context, conference participants discussed research needs in the following areas:

- Examining the equity of access to educational opportunities, both within and across variously defined communities; and
- Investigating individuals' reasons for participating or not participating in educational activities and their motivations for learning.

In general, participants focused upon the following issues:

- **Access**. Do lifelong learners have access to the types of learning opportunities and information they consider valuable? This question is relevant especially for people living in rural communities, who may have access to relatively few educational opportunities within their communities, and for people living in inner cities, who may in theory have access to numerous learning opportunities but may not perceive them to be valuable.

People with no sense of hope or tomorrow are dangerous to themselves and, consequently, to everybody else. Once despair strikes, these people will not want to buy education from us; education works for people with a strong sense of tomorrow and not for those fraught with hopelessness.

Elio DeArrudah

- **Participation**. What motivates adults to participate or not participate in community-based education activities? What are the individual and social effects of participation and non-participation? How can participation in educational activities be encouraged while recognizing the validity of individuals' preferences? Answers to these questions will help illuminate both the reasons underlying adult choices in learning, thereby indirectly contributing to an understanding of modes of adult learning, and the appropriate and effective ways of fostering learning within the community.

Equitable Access

Equity of access to community-based education opportunities represents an important issue identified for future research. Discussion emphasized the role of research in identifying the underserved populations and implementing research projects that support equity of access. Participants cited the conventional wisdom that the more education one receives, the more education one seeks. They also noted the "have" versus "have-not" status of educational opportunities in the United States: several participants noted that many potential learners might not pursue educational opportunities because they perceive the library, or the museum, or the literacy program as "not for them." Thus, there are many educational opportunities that do not reach sizable percentages of the population. Given these circumstances, participants called for research that is equitable in scope by considering the whole learning community and that encourages equitable access—including expanding the range of programming to reach a wider range of interests and needs—so that the current "have-nots" may have more desire to take advantage of educational opportunities.

Investigating Participation and Non-Participation and Motivations for Learning

Conference participants agreed that knowing why adults do or do not participate in community-based educational activities or use library services would benefit providers of community-based education. Discussants pointed out that some reasons underlying participation and non-participation have been documented. For instance, adult learners frequently pursue educational services because they want to improve their

The actual social ambiance and traditional reputation of museums can be daunting, as well as appealing. Some people will feel "at home" in a museum and others will not. Association of class and race are obvious, and subtler feelings may also lead audiences and individuals to self-select themselves in ways that are not predictable. And, even when a museum concertedly and sustainedly determines to serve new constituencies, old ideas about the museum may reside in the community for years.

Annie Van Fossen Storr

literacy or vocational skills to improve their employability. Adults who choose not to take advantage of educational opportunities frequently cite lack of time or a perceived lack of need as reasons for non-participation. However, conference participants felt that more detailed research in these areas could be beneficial to providers of community-based education for the following reasons:

- A more thorough understanding of why adults choose to participate in learning opportunities will foster the improvement of services.
- Understanding why adults do and do not participate in community-based education opportunities will help communities better reflect upon and understand the learning needs of their community members as those members perceive them.
- By understanding community members' perceptions of their learning needs, community-based education providers may be better able to attract the often sizable adult population of non-participants who could benefit from the services. One participant told how the literacy program with which he is associated quite simply tailors literacy instruction to students' needs and interests, not to the instructors' ideas of what the student needs to learn.

A closely related issue discussed by conference participants involves adult motivations for learning. The distinction to be made here between "motivations" for learning and "reasons" for participation is the idea that there is little understanding of why adults want to learn, as distinguished from why they participate in programs. While it is important to know the reasons behind participation, those at the conference stressed that it is just as crucial to understand the motivations behind actual learning; an understanding here will contribute to improved theories of adult learning modalities, which will, in turn, foster improved service provision.

For the leadership in the Jewish community, many of whom are active learners within their organization, the need to attract more people to engage in the study of Judaism has long been a major goal. They believe that the learning process is what encourages people to develop a stronger identity and relationship with their community and to become more actively involved in it. In this regard, they are not unlike adults from any ethnic or religious group

Paul Flexner

Research Questions and Issues: Access and Participation

Participants identified several questions for the Institute's research agenda regarding access and participation in community-based education and lifelong learning. These questions are

Access:

- Where are there problems of access?
- How can access be improved?
- How do literacy programs target, recruit, and retain participants?
- Who is not yet included in or exposed to educational opportunities? Who should be?
- How can programs recruit those with diverse dispositions to learning?
- Where are the points of access within a community?

Participation:

- What motivates people to learn?
- What are the needs of adult learners?
- What motivates adults to enroll in different kinds of adult learning programs?
- How much of the lack of opportunity is attitudinal-that is, how big a factor is personal lack of interest in education? How can attitudinal factors be addressed?
- Is fear (e.g., of the classroom, of failure, of tests, etc.) a factor of adult non-participation in learning opportunities? To what extent? Why?
- How can the segment of potential program participants and program drop-outs be reached and retained?

Among institutions serving rural populations, those on Indian Reservations merit particular attention. . . Most states do not include tribal libraries in their statewide library network plans. This situation is unfortunate in many ways, particularly in the light of the fact that reservation libraries may be one of the best examples of multi-function facilities.

Bernard Vavrek

- Where do adults turn when they need to learn? What is their perception of resources?

- What uses do adults make of the public library, the museum, the cooperative extension service, and other community-based organizations as resources for lifelong learning?

Theme 3: Technology

Conference participants identified several issues associated with the role of technology in community-based education as ripe for research. These issues include both potential benefits from the use of technology and potential barriers to its effective use. Themes touched upon during the meeting included:

- the impact of technology on learning;

- access to technology;

- the potential of distance learning; and

- the role of the Internet and the information highway.

Participants all agreed that these and other issues associated with the role of technology will only become increasingly important in the future, both to community-based education organizations and to lifelong learners, and that research in these areas is, therefore, vitally important.

The Impact of Technology on Learning

Several participants agreed that the role of technology in adult learning is a rich area for research. By understanding how technology can and cannot foster learning, providers of community-based education can better tailor their use of technology to meet students' needs.

Access to Technology

There are two types of access to technology: personal access and institutional access. With respect to personal access, conference participants stressed the concern that increased reliance upon technology in education could potentially exacerbate the gulf between the "haves" and the "have nots." Also related to personal access is the issue of

Every community has individuals with expertise in a multitude of things who, if connected to the right desired learner, would provide learning opportunities for those seeking such knowledge. . .While most mentoring is done face-to-face, the investigation of mentoring through technology holds a new potential for all learners who have access to a computer.

Michael Galbraith

community-based education for older adults, who often have a harder time learning how to access technology than do their younger community members. In addition, one conference participant pointed out that having access to various forms of technology does not necessarily say anything about how people use technology—in other words, do people with computers play games or pursue knowledge? And if they are pursuing knowledge, what medium have they chosen and what search strategies are they using? Research into modes of accessing technology could illuminate ways to address these issues.

With respect to institutional access to technology, two points were made. First, small and rural providers of community-based education (e.g., the library serving a rural community, the independent adult literacy program serving inner city residents) typically have more limited access to technology (most specifically computers) than do their urban and suburban counterparts. This shortage of computers and other forms of technology in small and rural communities results both from a lack of financial resources and from a lack of technological expertise on the part of community-based education providers. Research into how institutional access to technology can be maximized may benefit a wide range of community-based education providers.

Because of the influence of cooperative library ventures, the smallest library is now being included in online catalog access, statewide data bases, [and] Internet connections. . .

Bernard Vavrek

The Potential of Distance Learning

"Distance learning," educational experiences that take place via computer, video, or other modes of long-distance communication, is a fast-growing sector of the education community. Conference participants identified distance learning as a potential source of educational opportunities for lifelong learners, especially for learners who do not have ready access to educational programs near their homes.

Distance learning may also prove to be a viable option for ongoing professional development opportunities for community-based education providers, especially those located in rural areas or for whom the costs associated with traveling to professional development sessions is prohibitive.

Conference participants cautioned, however, that distance learning, by definition, lacks the human interaction that face-to-face lifelong learning activities have-human interaction that is, for some adult learners, an important impetus to

participating in learning activities. Although advanced technological innovations will be able to personalize distance interactions, distance learning should not be seen as a means of providing all the types of educational opportunities adult learners may value.

Research into effective forms and formats of distance learning remains, as of yet, a virtually untouched field.

Internet and the "Information Highway"

Finally, conference participants also discussed the educational and informational resources increasingly available through the Internet and Information Highway. One participant commented that a 1994 National Commission on Library and Information Science study found that almost 22 percent of libraries in the United States had access to Internet, though these libraries tended to be large and urban.

Two concerns about Internet were raised. First, one participant cautioned that, when turning to Internet as a new form of technology available to community-based educators and lifelong learners, researchers and policymakers should remember that it is not the only new technology available and not to lock themselves into thinking this is the only one to use; CD ROM and hypertext, to name just two, are also relatively new forms of technology revolutionizing lifelong learning that can be appropriate or useful.

Second, several participants identified some of the Internet's current drawbacks, namely that information available is not organized systematically, that the format information comes in is typically not user friendly, and that there is no filter through which the quality of the information is screened ("we need to 'signal value'").

Finally, one participant warned that advocacy groups need to be sure to reserve a fair share of the information highway for educational services.

Research into effective uses of emerging technologies by libraries and other providers of community-based education, too, represents a new field.

Truly, the wildcard in all of this effort to assess the present and particularly the future role of the public library as a source for lifelong learning relates to the ongoing development and application of technology. . . Communities are no better off with random acts of connectivity, despite how charming or forward looking they may appear, than they were in the past if there is an absence of community action.

Bernard Vavrek

Research Questions and Issues: Technology

The following research questions with respect to the role of technology in libraries, community-based education organizations, and lifelong learning were identified by conference participants, either during the course of the two-day conference or within the papers they prepared for the conference:

- What is the impact of technology on learning? How can technology enhance the development and delivery of lifelong learning opportunities?
- What role does technology play in a lifelong learning community?
- Does technology change the definition of community or facilitate the different definitions?
- How and where are these technologies successful? Do they enrich the sites in which they are located? How?
- To what extent have rural and small communities utilized electronic information services for improving infrastructure? What models exist?
- How can existing programs and resources representative of various entities be leveraged in designing and developing testbeds for using information technologies as a basis for educational and training access?
- How can we "signal value" in the information available through the Internet and other technologies?
- How can Internet be used effectively and appropriately by providers of community-based education? What models are there for training lifelong learners to use technology in ways useful to them?
- Who is likely to be a distance learner?
- What are local examples of distance education that can serve as persuasive means of advancing the methodology and changing view of teaching/learning environment of the 21st century? Who are the players?

- What are the existing and future human resources needed for designing and organizing distance education?

- What administrative and organizational structures exist that enable and facilitate community use and development of distance education? What mechanisms provide for personnel and staff to take advantage of "lead" people throughout the country (e.g., mentoring, faculty exchange, electronic study groups, conferences, training)?

- What are the key roles and position qualifications necessary within the community to effectively implement distance learning opportunities?

Theme 4: Program Effectiveness

The issue of program effectiveness was embedded in much of the discussion that took place over the two days of the conference: program effectiveness is clearly tied to effective professional development, effective uses of technology, effective targeting of participant populations, and so forth. Additionally, explicit discussion of research needs in the area of program effectiveness focused on evaluations of programs—including such areas as teaching and community outreach strategies—that will result in widely available information about "good" and "successful" programs so that other providers of community-based education services can learn from their colleagues. They also pointed out that community-based adult education lends itself to description and measurement only with difficulty. Additionally, there is a need to develop creative, relevant, and useful indicators of quality and outcomes. Participants suggested that measuring program quality, effectiveness, and outcomes will require approaches for many community-based educational programs that push beyond the limits of usual methods employed in traditional academic settings.

A problem facing providers is how to identify and recruit the missing 90 percent and how to reduce the now existing 70 percent of adults who leave programs with one year.

Anita Ford Allen

Again, expanding access to information about a variety of program strategies and effects will help community-based educators better design the programs they develop and deliver. One conference participant stressed that part of any undertaking to identify the range of programs and facilities currently available should incorporate a critique of the adequacy of the status quo. In his words, "If the research

agenda assumes we have a plethora of educational opportunities that is sufficient, and that what remains to be done is to convince people to use them, then we lose an opportunity to look at the system to see what can be added, changed, and made better." He recommended a critique of the system so that we can illuminate our current conceptualization of education and redefine it as necessary. Additionally, several participants stressed that identifying those organizations that most successfully provide educational services within a community requires maintaining an open mind about what that organization might look like. The characteristics of the organization—which may be a library, a community center, a YMCA, or another organization—will not necessarily be identical everywhere. Conference participants suggested that overcoming the bias—within the Department of Education and other funding organizations—that favors school programs over less "traditional" programs will be crucial to the establishment and execution of a far-reaching research agenda.

Conference participants also called for research that will identify indicators of quality—of "good" and "successful"—in community-based education programs. Similarly, research should target the barriers to the establishment of effective programs. Conference participants cautioned, however, that efforts to identify "good" and "successful" programs should incorporate the definitions of "good" and "success" of many stakeholders, for these terms can be defined in many different ways by different communities and individuals. Such models should explain individual values. Research must be aware the imposition of values when it comes to determining "success" or even what learners want in the first place. While a program may not seem "good" when held against some predetermined model, its impact at a given time and place may be more of a critical factor in measuring its "success."

Another line of discussion explored the feasibility for practitioners to document their work and research in such a way that others can benefit from their experiences and findings?

A most obvious challenge in enabling this student-centered approach is assessment of local capability to engage in learning activities regardless of time or distance.

Barbara White

Research Questions and Issues: Program Effectiveness

Conference participants identified the following research questions in the area of program effectiveness:

- What are examples of national program successes?
- What are effective methods of assessment and evaluation of students and programs?
- Are some formats or systems for delivering education to adults more effective than others? Might we see these effects with other age populations as well? Does choosing from among a variety of educational delivery formats or systems have a positive impact on the learner?
- What are the effects of various educational media on physical, cognitive, social, and psychological development in adult learners. Do different media affect adult learners in different ways? Do they encourage adults to be more receptive or more expressive, more passive or more active? Are various media differentially effective with younger and older adults?
- Is there a minimal level and duration of educational and informational services necessary to produce positive effects for older adult learners?
- How should information services provided for adults of culturally diverse backgrounds, for example American Indian, be improved?
- How much do the services of an academically trained librarian add to the success and value of a public library as a learning environment?
- Is there a model for literacy programs to plan, implement, and fund comprehensive literacy centers that provide integrated services?

The consideration of diversity reaches far beyond gender and ethnic differences as we look at lifelong learning in the 21st century. Recognizing and accepting differences and perceiving 'being different' as being acceptable is critical. Recognizing diversity requires action in the design and development of programs, recognition that teaching-learning styles differ; multiple languages and variance in learning environment and climate as well as delivery will be necessary. Learners will bring to the experience special needs as well as great diversity in age, entry behavior, background, and expectations.

Barbara White

Theme 5: Collaboration Among Community-Based Education Providers

The issue of collaboration among providers of community-based education was seen as vital to improving both program quality and access to lifelong learning opportunities. The issue came up several times during the conference, with most participants lamenting the substantial barriers to collaboration and subsequent dearth of models of collaboration. Conference participants commented that, not only do collaborative efforts seldom exist among different types of community-based education providers, but they also largely do not exist between organizations providing similar types of educational opportunities. Authors presenting papers on library education programs, museum education programs, and Jewish education programs agreed on the lack of collaboration within their own "communities" of community-based education providers, let alone collaborations with other types of organizations.

However, one presenter discussed in detail the multitude of collaborative endeavors with other local community-based organizations that the urban adult literacy program with which she is associated engages. For example, in addition to participating in a network of approximately 30 adult literacy providers, the literacy program collaborates with community health centers, churches, and a variety of rehabilitation programs. Literacy programs in the city also have access to a Literacy Resource Center, located at the city's main library and at a local university. Significantly, however, this participant also identified barriers to collaboration, the first of which is the fact that a large number of community-based organizations are competing for a very limited amount of money available through local, federal, and private grants.

In sum, participants agreed that there are significant barriers to collaboration among providers of community-based education and that research focused on successful collaborations and overcoming barriers will be important to the future success of community-based education organizations.

Every organization that is serious enough about its mission must engage itself in continuing research and development exercises. . .Why can't we then have these practitioners to document their searches and researches in such a way that others elsewhere can perhaps benefit from their work. . .?

Elio DeArrudah

There is a vast amount of experience and expertise in developing collaborative programs, yet many local service providers are unaware of the activities. [We need to know about the] successful models. . . and the conceptual and practical reasons for success. . .

Connie Van Fleet

Research Questions and Issues: Collaboration Among Community-Based Education Providers

Topics of research identified by conference participants intended to improve the ability of community-based educators to collaborate with other providers include:

- How can collaboration among community-based education providers better meet the needs of learners?
- What is the existing interaction of providers? How do existing programs and providers discover what other programs, providers, and successes exist? How do these providers access and share the information that already exists? What conditions or circumstances would encourage community agencies and institutions to more actively share resources and services?
- What are the most effective models for organizing and disseminating multi-disciplinary information to diverse groups, including older adults, families, caregivers, and an array of service providers?
- Where or how is the "locus of control" for community-based learning assigned? Does there need to be a control center or is it more a matter of coordination? How can resources be shared? What agency within the community is best situated to take the first step to interface with other community organizations, agencies, and support mechanisms? How is this currently being done? How can that dialogue be facilitated?
- What are the barriers to and facilitators of collaborative efforts among providers and agencies and educators?
- What community coordination and cooperation is needed to enhance lifelong learning?
- What role should each community-based provider play in the development of a lifelong learning community? What are the strategies that would allow these community entities to combine efforts on behalf of broader community-based programs?

Many literacy organizations within the city are competing for the same funding from federal and state agencies, from United Way, and from corporations and foundations.

Anita Ford Allen

The very concept of integrating the results of reliable studies into the development of solid, interesting, locally-originated educational programs, and seeking out that knowledge from a widening array of allied institutions is just now on the 'cusp'. We need to support that fragile trend, in part as a fundamental form of collaboration itself.

Annie Van Fossen Storr

- How can literacy programs involve community institutions and the private sector?

Theme 6: Professional Development

Issues related to professional development were another important component of the conference discussions. The following themes were discussed during the conference:

- Professional development for adult educators; and
- Continuing education for community-based educators, in particular librarians.

Professional Development for Adult Educators

Research into effective models of professional training and development for adult educators was strongly encouraged by several participants at the conference. Participants often noted that many adult educators' primary jobs or areas of expertise are not in the area of adult education. For example, literacy volunteers and clergymen often teach lifelong learners but are not teachers by profession; or many adult classroom teachers aren't trained or educated to teach adults—they are trained as teachers of children. Research into modes of professional development for this "un-professionalized" field would benefit a large number of adult instructors in teaching and facilitating lifelong learning and, hence, would benefit their students as well.

Participants also noted that the recent trend toward a change in role of the educator from one of conveyor of knowledge to one of facilitator and mentor in a learner-centered environment will require new training for educators as they modify their approaches to providing educational opportunities.

Continuing Education for Community-Based Educators

Another important research issue identified by participants was the need for continuing professional development for full-time community-based education providers, specifically librarians. Participants discussed barriers to continued professional development, including geographical, logistical, and cost barriers to participating in professional development activities and, in some cases, the lack of importance or priority placed

Recent developments in the area of systematic program evaluation are a significant advance in professional education in museums, but I believe that it is too early to say that such research and analysis have filtered into the main stream of communications.

Annie Van Fossen Storr

There is currently little guidance for planning and developing continuing education programs within the volunteer sector. Most of these activities are generated by people who contribute their time in support of the organization. While they may bring to the group an expertise in a related area, it is rare for someone to have a background in program planning in the field of adult learning.

Paul Flexner

upon continued professional development by these community-based educators themselves. One participant noted the lack of training programs for librarians and stressed their benefit to the entire community. Research on how to eliminate the barriers to obtaining professional development and how to encourage the continuing professional development of community-based education providers was identified by conference participants as a necessary component of fostering lifelong learning for all community members.

Research Questions and Issues: Professional Development

Participants identified the following research questions regarding professional development in the realm of community-based education, libraries, and lifelong learning.

- What are the effective methods and techniques for preparing instructors to be facilitators of lifelong learning?
- What is the effectiveness of different models of professional education, both formal academic programs and continuing education programs?
- What preparation do adult learning instructors have?
- What circumstances would help to overcome the limited availability of academically trained staff in America's public libraries?
- What training is needed for future educators to promote and work with lifelong learning programs and agendas?
- What type of continuing staff training and development would be most helpful in preparing volunteer tutors or other community-based instructors for their role?
- Is it possible to bring together instructors from widely divergent fields for training purposes? How do the techniques of facilitation differ when the nature of the content changes from a practical skill to the inculcation of a value system? For example, is there a distinction between the methodology for facilitating adult learning in a religious education program and the methodology

In the best of cases, educational research prior to program development comprises both the investigation of audience characteristics and format options, and the comprehension of scholarly knowledge and opinion relevant to the topic at hand. [R]ewards and recognition for research in museum education are not part of a practitioner's job, nor a credit on their annual performance appraisal.

Annie Van Fossen Storr

for new immigrants who are learning the value system of the American people?

- To what extent can professional development models be adapted by other community-based education professional development programs?

Where Do We Go From Here?

This section is based on comments and insights from participants when asked at the conclusion of the conference to provide the Institute with a summary of their thinking on the work that lies ahead in the research arena for libraries, community-based education, and lifelong learning. In building its long-range research agenda, the Institute will incorporate the feedback from educators, policy makers and researchers on the high priority research issues for improving "postcompulsory" education. The results of this conference and other consultations will be reflected in the guidelines for the Institute's national centers program and its field initiated studies program. The findings from this conference also will feed into a larger document being prepared with the Office of Educational Research and Improvement for the National Educational Research Policy and Priorities Board. Congressional legislation requires that OERI works collaboratively with the Congressionally mandated Board to recommend priorities for the investment of OERI's resources and to provide research-based leadership to the United States and the education community at large.

An extensive plan for action is required to address these research questions. It will mean the development of new perspectives concerning community and its connection to lifelong learning.

Michael Galbraith

Inventories of Providers and Resources

The need for greater knowledge of existing educational programs for adults emerged as the primary area for research identified by conference participants. Several participants repeatedly expressed their interest in research that would inventory the types and number of educational programs available to adults. They stressed the positive relationship between "knowing what's out there" and the ability to replicate successful programs, improve delivery of services, and collaborate with other providers. Research that establishes the current picture of adult educational opportunities in the community, that maps out what is being provided and how it is being used, via a comprehensive national survey, would provide a major resource for the field. The U.S. Department of Education representatives at the conference noted that, while the department already conducts some work in this area (for example, the National Center for Educational Statistics collects data on public library resources), we have very little other national data about the providers of community-based

education and how they are meeting the demands for lifelong learning.

Research

Participants argued that the nation's educational delivery system could benefit a lot from the experiences of teachers, tutors, and public service librarians participating in community-based education, by examining, among other things, if "nontraditional" methods could be applied to improve enrollment, achievement, and outcomes in other adult education contexts. The real downside of alternative approaches is that there is no data.

Participants noted that federal education research has rarely provided an opportunity to take stock of the different kinds of community-based education providers, their models for teaching and delivery of education, the participants in this educational milieu and their motivations for being there, and the impact of community-based education on the learners and the community in general. A U.S. Department of Education participant cited only NCES's recent National Household Education Survey: 1995 that collected data on adult participation in educational activities. But, the profession also needs more data on the outcomes of community-based education and information delivery services. Part of this should include gathering data that shows how different providers collaborate or cooperate to serve adult learners. Currently no standard collection of data exists to answer these questions. Such data will allow researchers, academics, community leaders, administrators, elected officials and others to use this information to gain an understanding of lifelong education and to design efficacious learning programs involving new combinations of services and new organizational arrangements.

The research envisioned by conference participants is, like their vision of community-based education itself, multifaceted, expansive, and inclusive. Participants expressed an interest in both quantitative and qualitative research. They would like to see research that is learner-centered, provider-centered, process-centered, and content-centered, and they would like to see research directed to what one participant called "the five E's":

Community objectives must include identifying existing cost-effective models of learning, moving into areas of research that have the potential to significantly improve learner productivity beyond current capabilities, dramatically increase interagency coordination and collaboration, and make information and existing tools and techniques involving the technological future more widely available.

Barbara White

- **Expectations**—research that not only describes the state of the art of today's educational services and programs, but also looks into the future to help practitioners gain foresight and make predictions that will inform the planning and implementation of future programs and services;

- **Empowerment**—endowing learners and practitioners with the means and capabilities to facilitate their growth and development through involving them as collaborators in the research process;

- **Extensions**—expanding and continuing to develop the existing knowledge base of education in general with data pertaining to applications and practices for community-based educational programs;

- **Excellence**—identifying programs and practices of value, merit and worth; and

- **Equity**—considering all areas of community-based education and its multiple purposes and understanding learning efforts of all kinds.

The current state of thought in the field renders us profoundly, but unconsciously, dependent upon derivative principles, only half understood, from other often dated scholarly and social arenas. I am concerned that in a period of marvelous information expansion, we do not let data collection too far outstrip concept formulation.

Annie Van Fossen Storr

Recommendations:

- Collect data on who is providing what, to whom, and how. Identify the learning opportunities and programs currently available to adults.

- Identify collaborations among providers of community-based education that enhance adult continuous learning.

- Identify outcomes of community-based education.

- Describe lifelong learners and lifelong learning including the information needs of adults, how they learn and what motivates them to learn.

Clearinghouse

Participants would like to see the Institute take a position of leadership, both in identifying promising topics and methods of research and in establishing a variety of methods to foster the sharing and transfer of knowledge—among practitioners and between researchers and practitioners. The omnipresent

challenge of communicating knowledge in a meaningful and useful way is one that faces researchers and community-based educators alike.

Participants expressed a need for a systematic way to disseminate information on research findings, innovative methodologies for measuring outcomes, program evaluations, and professional development among community-based organizations whose scopes of interest are congruent with educating adults and with lifelong learning in general. It was deemed important that existing programs and providers be able to discover what other programs, providers, and successes exist. How can these providers access and share information that already exists?

It was suggested that one authoritative resource agent needs to take responsibility for compiling some basic reference categories for organizing a wide range of otherwise ephemeral materials which originate in highly diverse circumstances.

Educators need a clearinghouse for disseminating research studies in community-based and informal programming.

Recommendations:

- Improve access for community-based education providers to centrally available documentation on educational research and create access to currently unavailable documentation on community-based education efforts.

- Produce a regular publication for the purpose of updating all educators on developments in the area of community-based education and lifelong learning.

- Initiate conferences, symposia, colloquia or the like for research-minded practitioners to share their practices.

- Compile reading lists and recommended bibliographies to encourage development of a common professional literature and to identify excellent materials from the full range of relevant disciplines which inform museum education, library services, and other allied community-based educational activities.

- Compile bibliographies and synthesis on past research and studies on adult learning. Synthesize what is known into core findings and identify gaps in the research.

Participants said that although this is a broad agenda, they hope that the Institute can respond by providing more opportunities for nationally focused research on library services and community-based education; promote ways to help institutions of higher education, state and local education agencies, public and private organizations, institutions, and agencies and individuals carry out the much needed research discussed here; and provide leadership in promoting a wider and better understanding of the unique contribution of libraries and other community-based education providers to adult lifelong learning.

Appendix A

List of Participants

Authors of Commissioned Papers

Anita Allen	Vice Executive Director, Delta Adult Literacy Council
Elio DeArrudah	Director, Chicago Public Library Literacy Initiative
Paul Flexner	Director of Human Resources Development, Jewish Education Service of North America
Michael Galbraith	Associate Professor of Adult Education, Department of Educational Leadership, Florida Atlantic University
Annie Van Fossen Storr	Assistant Director for Education, American Association of Museums
Connie Van Fleet	Associate Professor, School of Library and Information Science, Louisiana State University
Bernard F. Vavrek	Professor and Director of the Information Futures Institute, Clarion University
Barbara White	Acting Assistant Deputy Administrator and Head of Distance Education for Cooperative State Research, Education, and Extension Service, U.S. Department of Agriculture

Respondents

Christine D'Angelo	Manager, Department of Education, Montgomery General Hospital
Dolores Deardorff	Director, Education Division, Maryland Public Television
Starla Jewell-Kelly	Executive Director, National Community Education Association
Sylvia Liroff	Director, Arts, Humanities, and Education Office, National Council on Aging
C.J. VanPelt	Director, Public Policy Office, YMCA of the USA

Pelavin Research Institute

Alison Reeve

Maria Stephens

Appendix B

Conference Agenda

April 12, 1995

Moderator: Barbara Humes

8:30 - 9:00 a.m.	Continental Breakfast
9:00 - 9:15 a.m.	Welcome
	David Boesel, U.S. Department of Education, Acting Director, National Institute for Postsecondary Education, Libraries and Lifelong Learning
	Introduction and Conference Procedures
	Barbara Humes, Leader, Public Libraries and Community-Based Education Team
9:15 - 10:15 a.m.	**Michael Galbraith**, Florida Atlantic University Community-Based Organizations and the Delivery of Lifelong Learning Opportunities
10:20 - 11:20 a.m.	**Bernard Vavrek**, Clarion University Rural and Small Libraries: Providers for Lifelong Learning
11:20 - 11:30 a.m.	Break
11:30 - 12:30 p.m.	**Annie Storr**, American Association of Museums Current Practice & Potential: Research & Adult Education in Museums
12:30 - 1:00 p.m.	Building the Agenda I
1:00 - 1:45 p.m.	Lunch
1:45 - 2:45 p.m.	**Paul Flexner**, Jewish Education Service of North America Community Based Adult Jewish Learning Program Issues and Concerns
2:50 - 3:50 p.m.	**Elio DeArrudah**, Chicago Public Library Literacy Initiative On (Un)Learning to Learn for a Better Life
3:50 - 4:00 p.m.	Break
4:00 - 4:30 p.m.	Building the Agenda II

Appendix B (Continued)

	April 13, 1995
8:30 - 9:00 a.m.	Continental Breakfast
9:00 - 9:15 a.m.	Conference Reconvenes
	Presentations and Discussion
9:15 - 10:15 a.m.	**Anita Ford Allen**, Delta Adult Literacy Council Adult Literacy and Life-Long Learning Essential Issues
10:20 - 11:20 a.m.	**Connie Van Fleet**, Louisiana State University Public Libraries, Lifelong Learning, and Older Adults: Background and Recommendations
11:20 - 11:30 a.m.	Break
11:30 - 12:30 p.m.	**Barbara White**, U.S. Department of Agriculture The Cooperative Extension System: A Facilitator of Access for Community-Based Education
12:30 - 12:45 p.m.	Building the Agenda III
12:45 - 1:30 p.m.	Lunch
1:30 - 2:00 p.m.	The Agenda: A Wrap Up
	Conference Concludes

Appendix C
Summaries of Papers Presented

To provide both a catalyst and a structure for discussion at the conference, the National Institute of Postsecondary Education, Libraries, and Lifelong Learning commissioned eight papers to be written by experts from across the nation. In commissioning these papers, the Institute aimed to obtain input from the field on researchable issues essential to the delivery of lifelong learning opportunities to adults through public libraries and other community-based organizations. Below we summarize each of the eight paper presentations, in the order of presentation.

Community-Based Organizations and the Delivery of Lifelong Learning Opportunities

Michael Galbraith's *Community-Based Organizations and the Delivery of Lifelong Learning Opportunities* presents a framework for conceptualizing community-based education and lifelong learning. Rather than represent a particular provider or as an advocate, Galbraith outlines the academic, definitional issues that he believes need to be addressed with regard to community-based education.

He begins by discussing the multiple definitions of community, noting that communities can be defined along geographic, demographic, personal interest, and functional lines within larger societal structures. Galbraith suggests that a more accurate and encompassing definition may be one derived from how the interrelationship of these dimensions of community provide relevance and growth to its members. The terms "lifelong" and "education" are also explored, with a conclusion that lifelong education—whether deliberate or unintentional—is multidimensional and increasingly crucial to our varied communities. By placing terms such as "community" and "lifelong education" in their definitional contexts, Galbraith seeks a greater understanding of community-based education and its role in lifelong learning.

Galbraith stresses a link, both conceptually and practically, between community-based education and lifelong learning. He suggests varied arenas of lifelong learning opportunities (i.e., formal, informal, and nonformal), available throughout life and provided by community-based organizations. When community-based education and lifelong learning are tied explicitly to one another, the potential research questions that emerge are: what does a lifelong learning community look like? What kind of education do members of a given community want? What are barriers and enhancements to development of such communities and the participation of members? What is the role of technology in furthering lifelong learning within community-based education? What role does mentoring play? The last two issues are cited by the author as crucial for advancing lifelong learning opportunities especially for future systems of delivering education.

Rural and Small Libraries: Providers for Lifelong Learning

Bernard Vavrek's paper *Rural and Small Libraries: Providers for Lifelong Learning* explores the special issues that face small libraries and discusses perceptions and realities of the library as a resource for lifelong learning.

Vavrek points out that while it is often difficult to define "rural" in terms of population or geography, it is even more difficult to find a "rural" model upon which to base discussion. Regardless of the differences in definitions, rural libraries tend to share several characteristics that should be considered in order to understand the state of public libraries today. These characteristics are: the limitations of and difficulties in financing libraries; the typically conservative nature of townspeople; the lack of academically trained staff and continuing education opportunities for these staff; reliance upon trustee development; absence of statistical data for use in research and development; the common perception of the library as a "place of books;" disproportionate use of the library by women; the implications of technology; and the lack of effective services to American Indians. Rural and small libraries find commonality in these circumstances.

Another important point in Vavrek's paper regards adult services in rural public libraries. While the public library has the potential to be a focal point of the rural community and a resource for adults in lifelong learning, the reality is that the library is not always perceived or developed as such. Children receive most of the services and programming, while adults are left to cope independently with their learning endeavors. Development of services for a population of adult users in need of information and educational opportunities is further hindered by the lack of marketing and outreach skills on the part of the librarians who also often have little academic training. While some progress is being made in services for adults, further development such as cooperation at the local level with agencies having an interest in adult educational services and the wise application of technology could help the rural and small libraries achieve their potential as a resource for lifelong learning.

Vavrek concludes by highlighting areas of needed research. He suggests that research should assess the impact of libraries on rural communities: the impact of trained librarians on both libraries and the communities they serve; methods for improving the delivery of services and overcoming such barriers as limited availability of trained staff and narrow perceptions of the role of the library; methods for enhancing cooperation at the local level; and integration of electronic information services.

Current Practice and Potential: Research and Adult Education in Museums

Annie Van Fossen Storr offers a vivid picture of museum education in her paper, *Current Practice and Potential: Research and Adult Education in Museums.* Museums are rich and varied institutions: what is notable, and what also poses a challenge to researchers and scholars, is that museums have great institutional diversity. Museums range in size, locale, control, subject matter, and audience. In light of this reality, Storr offers some similarities or shared circumstances that illuminate the nature of learning within museums.

Some of the influences on adult educational programming in museums include the object-based, interpretive nature of the learning that takes place in museums; the daunting cultural reputation of museums; the sometimes mandated audiences and de facto mandated scope of interest; the highly expert staff and consequent "polite passivity" of program participants; the changeable nature of museums and exhibits; and the lack of an established literature or system for sharing ideas. Despite these and other circumstances, such as budgetary pressures and under-staffing, museums are vibrant resources for adult learners.

Storr suggests that research at both the field and governmental level be directed towards philosophical, conceptual, and technical advancement of museum educational services. As separate, focuses studies begin to proliferate, the next task for the professional research community will be the development of a synthetic literature.

Community-Based Adult Jewish Learning Program Issues and Concerns

Paul Flexner's paper, *Community Based Adult Jewish Learning Program Issues and Concerns*, begins by briefly describing trends in the history of adult Jewish learning from the biblical period to the present. He describes the transitions and changes, not only in the method and style of teaching and learning but also in the value placed upon adult religious learning. Over the years, the trend in Jewish education has been toward the education of the child and the informalizing of the adult learning experience.

In discussing the current state of adult learning in religious communities, Flexner explains the nature and sponsors of educational programs offered. The approach to education within the religious community is (1) to develop meaning structures to help the individual relate his or her personal experiences to the larger purpose of living within a community of people and (2) to use intellectual exercises to lead the individual to develop an approach to life. This approach challenges learners to use knowledge to relate to their surroundings and to gain meaning for their lives. This pedagogy is much like the philosophy of lifelong learning. Adult religious education in Judaism is offered primarily by synagogues, but also by community-based organizations and independent organizations. These learning activities are typically funded and supported through fees, internal allocations, and endowments.

The major limitation to knowing more about adult Jewish learning opportunities is that there is little research available. Flexner describes one path of action to address this shortage. He proposes the development of a taskforce that would be representative of all Jewish learning communities and that would have at its heart the purpose of exploring and developing adult Jewish learning. Activities would include data gathering, examining best practices, supporting professional development, developing successful marketing strategies, and maintaining responsiveness and high standards. Flexner generalizes upon this recommendation to identify research priorities both appropriate for a Federal research agency and beneficial to lifelong learning communities based in religious institutions. Specifically, the role of a Federal research agency is to lay the groundwork that can help initiate successful collaborative strategies, such as the proposed task force. Flexner also identifies areas of research most valuable to community-based education organizations: professional development and motivational factors, including assessment of best practices for training volunteers for educational roles; exploration of methods and techniques for preparing instructors for their role as facilitators; and the exploration of the motivational factors which drive individuals to enroll in different types of education.

On (Un)Learning to Learn for a Better Life

In his paper, *On Learning to Learn for a Better Life*, Elio DeArrudah offers reflections on one particular learning community and how it can be served by education. The community he refers to is one that lacks economic resources and suffers from many social problems. DeArrudah argues that in order to truly and effectively meet the sometimes grave needs of community members, educational opportunities must be considered from the bottom-up, from within the community itself. According to DeArrudah, most programs offered by mainstream institutions (i.e., state-run or church-run) often hold points of view essentially at odds with the beliefs of many of the very individuals who need basic educational services to improve the quality of their lives. These mainstream programs often focus on helping individuals to change themselves; however, many of those being served see a greater need for society to change.

DeArrudah's argument is based on his experiences with the Chicago Public Library Literacy Initiative. This inner-city program, often relying on collaboration with other social service and educational agencies, was redesigned to better respond to the needs expressed by the community the designers were attempting to serve. The program was realigned to suit the social, cultural, economic and political values of the learners. A flexible definition of literacy, expanded from word and number literacy to "world-reading skills development," is the cornerstone of this program which strives to be truly community-based. The paper concludes with recommendations for the Institute in light of the author's experiences. These recommendations include: documentation of individual practioner-based research for easy retrieval and use by other researchers; reconceptualization of the conventional approach to measuring teaching and learning, accountability to a standard of innovation for Institute fund recipients; linkage of resources for performing research to research-minded practitioners; organization of conferences for practitioners; and publication of materials for dissemination in the field. Most importantly, DeArrudah argues, education and research in education must flow upwards from the community of practitioners and learners toward the scholars who usually toil with conventional bodies of knowledge developed in a university-based top-down manner.

Adult Literacy and Life-Long Learning: Essential Issues

Anita Allen and Sylvia Keene's *Adult Literacy and Life-Long Learning: Essential Issues* describes the activities of the Delta Adult Literacy Council (DALC) of Washington, D.C., as well as the needs and potential of such organizations to help adults gain the skills necessary to become lifelong learners.

Despite their important position among service providers and in the lives of the individuals served, literacy organizations such as the DALC face many barriers to meeting the great needs of communities. These barriers include: inadequate funding or competition for funds with school-based, mainstream providers; difficulty in recruitment and retention; lack of technology in programs; and lack of convenience for those served. Allen and Keene describe internal and external changes that show promise in combating these barriers: establishing coordinated delivery systems with other education providers; acquiring skills of political advocacy to gain support; establishing methods for student and tutor recruitment and assessment; integrating literacy with health and human services; and increasing funding.

Research on volunteer literacy programs for adults is still needed, according to Allen and Keene, in the areas of: targeting, recruiting, and retaining students; providing staff training and development; integrating services and funding a comprehensive literacy center; assessing students and their special needs; involving other sectors of the community; and developing a political voice. The authors' main conclusion, however, is that what is most needed for the success of educational services is a national prioritization of achieving literacy for all, and provision of the technology and information needed to achieve it.

Public Libraries, Lifelong Learning, and Older Adults: Background and Recommendations

Connie Van Fleet's paper entitled *Public Libraries, Lifelong Learning, and Older Adults: Background and Recommendations* describes the public library as a resource for the education of older adults. Van Fleet notes that the library is the premier institution for lifelong learning, as it is an accessible resource for independent learners throughout life.

The most specialized area for libraries is services to older adults. In many cases, providing services to older adults is a matter of adapting and focusing the usual library services, whether collection development, reference and information services, reader's advisory or educational programming. If the librarian has not developed an awareness of the myriad needs and interests of older adults, these patrons may not receive the level of service to which they are entitled. However there is a paucity of professional training and development (both formal and continuing education) for librarians responsible for providing those services to older adults. Van Fleet argues that education and training of service professionals will have a substantial impact on the quality of learning opportunities afforded to older adults.

Van Fleet offers suggestions for a broad federal role in support of library services for adult learners that includes improving practitioner access to the disconnected literature and research on learning and educational services for older adults, and developing governmental interagency collaborations to share and disseminate research efforts. In conclusion she emphasizes that the approach to research is vitally important and should be multi-disciplinary, continuous, interrelated, inclusive, and accessible.

The Cooperative Extension System: A Facilitator of Access for Community-Based Education

Barbara White and Byron Burnham describe the scope and services of the U.S. Department of Agriculture's Cooperative Extension System (CES) in their paper, *The Cooperative Extension System: A Facilitator of Access for Community-Based Education.* The CES is a partnership between the U.S. Department of Agriculture, land-grant universities, and local communities that links federal and academic resources and fosters small and rural community access to information for development. Though the CES has been in place for over 80 years, its place in education and in facilitating education is more important than ever in a world that demands and needs access to information and customer-centered methods of access.

White and Burnham catalog core program efforts of the CES and offer several cases of success. In today's world, the authors stress that technology is the key to the education of rural America. Technology affords those with limited resources access to information and education tailored to need. These communities can use the information and education available through technology to strengthen their sense of community and solve problems.

White and Burnham emphasize three issues that face our national educational community today: exploring new ways to educate and learn with an increased responsibility on the learner; a continual examination of what people need and want to learn as well as how they learn; and different ways to deliver education to the population that transcends the limitations of time and the diversity in learners and learning styles. Research areas include access within communities to education and technology; assessment of technology for education; coordination of educational services at the community level among providers; resources needed for distance learning; and the potential of distance learning.

Full text copies of the papers commissioned for the design conference on Public Libraries and Community-Based Education: Making the Connection for Lifelong Learning can be ordered from the ERIC Document Reproduction Service at (703) 440-1400 or (800) 443-3742. Please order by accession number:

Community-Based Organizations and the Delivery of Lifelong Learning (IR 017334)

Rural and Small Libraries: Providers for Lifelong Learning (IR 017335)

Current Practice and Potential: Research and Adult Education in Museums (IR 017336)

Community Based Adult Jewish Learning Program Issues and Concerns (IR O17337)

On (Un)Learning to Learn for a Better Life (IR 017338)

Adult Literacy and Lifelong Learning: Essential Issues (IR 017339)

Public Libraries, Lifelong Learning, and Older Adults: Background and Recommendations (IR 017340)

The Cooperative Extension System: A Facilitator of Access for Community-Based Education (IR 017341)

The complete set of all eight papers (IR 017333)

These documents can also be downloaded from the U.S. Department of Education's Internet address: http://www.ed.gov/pubs/PLLIConf95/

For further information contact:

Barbara Humes
OERI, National Institute on Postsecondary Education, Libraries, and Lifelong Learning
555 New Jersey Avenue, NW
Washington, D.C. 20208-5531
(202) 219-1376

Appendix D

Biographical Sketches of Commissioned Authors

Anita Allen

Anita Allen is a supervisory tutor-trainer and vice-executive director of the Delta Adult Literacy Council in Washington, D.C. She received her EdD from the University of Massachusetts-Amherst in 1976 and the same year her Doctor of Public Service degree from Alderson-Broaddus College, West Virginia. Dr. Allen has taught English at Howard University, University of Maryland, and the University of the District of Columbia. Dr. Allen's previous experience also includes appointment to the District of Columbia Board of Education in 1967 where she served until 1971. She was also a career administrator in the federal government with the U.S. Department of Education.

Elio DeArrudah

Elio DeArrudah is Director of the Chicago Public Library Literacy Initiative for Public Housing Residents. He is a seasoned organizer of educational programs focusing on low-income and underschooled populations in Chicago. Dr. DeArrudah conducted his graduate studies in two fields: computer science technologies, and intercultural studies. He received his EdD in adult continuing education at Northern Illinois University in 1990. He has managed the Northern Area Adult Education Service Center and administered the Illinois State Board of Education staff development project to support adult educators within public schools and community college districts in the Northern Illinois area. He has served as assistant professor in the Leadership and Educational Policy Studies Department of Northern Illinois University. Dr. DeArrudah has published many project reports and conference presentations on topics such as adult continuing education and multicultural education.

Paul Flexner

Paul Flexner is Director of Human Resources Development at the Jewish Education Service of North America where he is responsible for preparing personnel for positions in schools and agencies throughout North America. He also operates the National Board of License, promotes and sponsors professional development programs for senior educational personnel, and supports national and community-based pilot projects in Jewish education. At present, he is a doctoral candidate at Columbia University Teachers College, Department of Higher and Adult Education where he is focusing on facilitating adult Jewish learning. He is the author of several articles published in leading Jewish educational journals. He is a member and has served on the executive boards of the National Association of Temple Educators, Coalition for the Advancement of Jewish Education, Council for Jewish Education, and the Association for Supervision and Curriculum Development.

Michael W. Galbraith

Michael Galbraith is Associate Professor of Adult Education, Department of Educational Leadership, Florida Atlantic University where he also advises candidates for master's degree and doctoral programs in adult education. He has published over 60 books, monographs, articles, reviews, and conference presentations on topics such as the nature of community and adult education, adult learning methods, professional practice, and lifelong learning. Dr. Galbraith is a member of and has served in various leadership capacities with the Commission of Professors of Adult Education, American Association for Adult and Continuing Education, Adult and Community Educators of Florida, Inc., and Learning Resources Network.

Annie Van Fossen Storr

Annie Storr is Assistant Director for Education, American Association of Museums, Washington, D.C. She previously was a Smithsonian Institution Postdoctoral Fellow at the National Museum of American Art; director of the Joan Whitney Payson Gallery of Art at Westbrook College, Maine; and research assistant for the Center for Museum Education at George Washington University, Washington D.C. She received her PhD from the University of Delaware in art history; among her specialties is the history of art interpretation in America. Dr. Storr has consulted widely on the interpretation of art in museum education. She is the author of numerous publications and articles in leading art education journals. She is a member of Museum Education Roundtable, National Art Education Association, American Association of Museums, and the College Art Association.

Bernard Vavrek

Bernard Vavrek is Professor, College of Library Science at Clarion University of Pennsylvania. He is also Coordinator for the Center for the Study of Rural Librarianship, Coordinator of the Small Library Development Center, and Director of the Information Futures Institute. He received his PhD from the University of Pittsburgh in 1971. Nationally, Dr. Vavrek conducts workshops and consults widely on public library services and information technology services. He has published more than 80 articles in leading library science journals and has co-authored numerous books. He has been Project Director for many library development programs and studies of information services for rural and small libraries. He is active with the American Library Association where he has chaired various committees; Association of American Library Schools; World Future Society; Public Library Association; and past member of the advisory board of the Workforce Basic Skills Training Through Television Project-Penn State.

Connie Van Fleet

Connie Van Fleet received her PhD from Indiana University in 1989 and is Associate Professor at Louisiana State University School of Library Science where she chairs various faculty committees including Continuing Education, Scholarship and Recruitment, and Policy. Her primary areas of research interest are information needs of older adults, roles of library personnel, and dissemination and use of scholarly and professional information in the library and information science professions. She has authored numerous publications and was a member of the White House Conference on Library and Information Services. Dr. Van Fleet is an active member of American Library Association and the Association for Library and Information Education. She was a John Edwards Fellow at Indiana University, and has been project director for several programs in library curriculum development.

*U.S. Government Printing Office: 1996 - 408-249/50102

ISBN 0-16-048555-X

90000

9 780160 485558

ERRATA

The following participants were inadvertently omitted from Appendix A on page 33.

Respondent

Chris Zachariadis	Executive Director, Association for Community Based Education

Resource Persons

Ann Benjamin	U.S. Department of Education, National Institute on Early Childhood Development
Adrian Chute	U.S. Department of Education, National Center for Education Statistics
Blane Dessy	U.S. Department of Education, National Library of Education
Jane Heiser	U.S. Department of Education, Office of Library Programs
Patrick O'Brien	Public Library Association
Jane Williams	National Commission on Libraries and Information Science
Jeff Williams	U.S. Department of Education, National Center for Education Statistics

U.S. Department of Education

National Institute on Postsecondary Education, Libraries, and Lifelong Learning

David Boesel	Acting Director
Barbara Humes	Team Leader
Clifford Adelman	
Jerry Lord	
Mindi Maline	
Sheilah Maramark	
Delores Monroe	
Jan Owens	
Viola Woolen	

United States
Department of Education
Washington, DC 20208–5531

Official Business
Penalty for Private Use, $300

Postage and Fees Paid
U.S. Department of Education
Permit No. G–17

Third Class

PE 96–8015